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ABSTRACT

Adult basic education (ABE) in Hong Kong includes mostly basic Chinese, but also some arithmetic and English. The emphasis is on teaching learners life skills. Both government-run programs and partially government-subsidized programs run by voluntary agencies such as Caritas and the YMCA are common. A case study was made of the Caritas ABE Centre in Sau Mau Ping, Hong Kong, a low-income neighborhood with a high population density, during 1985-86. In the Caritas program, a Chinese primer compiled by the principal provides a curricular framework. In addition, each teacher uses supplementary materials, such as a subway map, newspaper clippings, and oral news. Writing is taught by having learners copy paragraphs written on the blackboard by teachers. Audiovisual equipment occasionally is used. The principal of the Sau Mau Ping Centre is the chief developer of the program. The major areas that need improvement are teaching materials and staff development, and funding is a continuing problem. Students are recruited through pamphlets, newspaper and radio advertisements, and personal contact. The program has been successful in enabling learners to become functionally literate, but it has far too few resources and little government support for its larger goal of eradicating illiteracy. (In addition to the case description, this document includes information on the World Perspective case study project, indexes of all cases by country and by category, and guidelines for contributors.) (KC)

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ED311170

# WORLD PERSPECTIVE CASE DESCRIPTIONS ON EDUCATIONAL PROGRAMS FOR ADULTS: HONG KONG

AUGUST 1989

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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August, 1989

# WORLD PERSPECTIVE CASE DESCRIPTIONS OF EDUCATIONAL PROGRAMS FOR ADULTS

## PREFACE

This set of case descriptions reflects an inspiring cooperative effort by adult educators in many countries to increase international understanding of various educational programs for adults in their societal context. The benefits from reading these case descriptions result from the contributions of case coordinators and authors who arranged for and prepared the descriptions included in the set.

Cooperating case coordinators contributed in several important ways. In addition to sometimes writing one or more case descriptions, coordinators arranged for case authors. The selection of program areas and case authors reflects the case coordinators' professional judgment based on familiarity with educational programs for adults in their country. The list of names and addresses of case coordinators for each country is noted on green paper following the Table of Contents.

The names and addresses of case authors are on the face sheet that precedes each case description. Each case description is unedited and unchanged, in the form that the author submitted it. The few case descriptions that were translated into English are so noted.

As an aid to comparative analysis, each case coordinator was sent a set of guidelines, to be shared with case authors as they prepared their case descriptions. At the start of the project, active case coordinators received draft guidelines and their comments were used to revise the guidelines used in the project. These guidelines are included at the end of the set of cases and are printed on blue paper. Many authors were very conscientious in following

the guidelines. Even those case descriptions that depart from the suggested format contain useful information about the program.

Each case coordinator who submitted case descriptions has been sent a complete set. This international set of cases can be useful for comparative analysis in several ways. Some coordinators have indicated their intent to contact coordinators in other countries, to collaborate on cross national analysis for specific programs. Within a country, these may be colleagues and students who would like to conduct comparative analysis studies. In at least four countries, all of the case descriptions for that country are being disseminated to interested adult educators in the country.

Arrangements have been made to send a complete set of case descriptions that have been received by the end of the project late in 1988, to the ERIC Clearinghouse on Adult, Career, and Vocational Education at Ohio State University, USA, so that print or microfiche copies can be obtained by anyone interested. All cases from each country have been grouped together as a set on one ERIC document and the set was given an ED number. Therefore, you or other people can purchase microfiche or paper copies of the set for any country in the World Perspective series. For a list of ED numbers and prices for each of the sets, write to the ERIC Clearinghouse on Adult, Career, and Vocational Education, 1960 Kenny road, Columbus, Ohio 43210-1090, USA, ATTN: World Perspective Case Descriptions of Educational Programs for Adults. In response, a listing and order form will be sent.

Many people and organizations have helped with this largely volunteer project, in addition to the fundamental contributions by the case coordinators and authors. Support from the W. K. Kellogg Foundation made feasible many logistical arrangements including duplicating and postage. Many people prominent in adult education internationally were generous with advice and suggestions concerning potential case coordinators. The International Council

for Adult Education provides a vehicle for continued contact among all of us interested in cross national adult education research and understanding.

## ACCESSING THE CASE MATERIAL

The organization of this great stack of cases is intended to facilitate their use. (The case coordinators now know why a paperweight was selected as a form of recognition.)

The Table of Contents (which is on pink paper following this Preface) is sequenced by country in alphabetical order by category, as are the full set of cases. Reviewing all cases from a country is easy because they are grouped together. The cases are on three hole paper for ease in grouping and adding more cases.

The numbering of cases is as follows. The first (or two digit) number designates the country (Australia is 2, Ireland is 22, etc.) and a list of country codes follows (missing numbers in the sequence are for countries from which cases have not yet been received).

1 - Argentina
2 - Australia
4 - Cameroon
5 - Canada
6 - China
7 - Chile
9 - Czechoslovakia
13 - Finland
15 - Germany, Federal Republic
16 - Ghana
17 - Greece
19 - Hong Kong
20 - Hungary
21 - India
22 - Ireland
23 - Israel
24 - Italy
23 - Israel
24 - Italy
25 - Japan
26 - Korea, Demo. People's Republic
29 - Netherlands
30 - Nigeria
31 - Norway
33 - Portugal
34 - Saudi Arabia
35 - St. Lucia
36 - Sweden
37 - Switzerland
38 - Tanzania
40 - United Kingdom
41 - United States
42 - Union of Soviet Socialist Republics
45 - Yugoslavia

Following the country code, each case has been given an alphabetic code (A,B,C,etc.) to distinguish that case from the others. A slash "/" follows the alphabetic code. Following the "/" is the pagination with the first page

consisting of the Face Sheet that authors were asked to complete. The coded pagination is on the lower right hand corner of each sheet of paper.

Following the Table of Contents, is an Index (on blue paper) organized by Category of Case. This allows readers interested only in cases in a specific category (such as Literacy or Citizen) to easily locate them. Because some cases are indexed in several categories, they are cross indexed for all categories that apply. The categories and criteria for determining the category follows. Because authors usually selected the category(ies) for their case and may not be consistent across all cases, it may be desirable to consult several pertinent categories.

A. LITERACY - Functional literacy and adult basic education programs (as defined in each nation) with special attention to literacy campaigns, local community groups, role of schools and efforts to include types of adults often neglected, such as prisoners.

B. AGRICULTURE - Extension programs to help farmers and peasants improve productivity (subsistence and cash) and quality of rural life with special attention to efforts by local community groups, ministry of agriculture and agricultural schools and colleges.

C. WORKERS - Educational programs to increase productivity and job change of all types of urban business and industry workers (aside from professionals), with special attention to efforts by enterprises, employers workers universities, labor unions, and trade associations.

D. PROFESSIONAL, TECHNICAL - All types of professional development and in-service programs for people in scientific and technical occupations such as engineering, and medicine, with special attention to efforts by universities, professional associations, and enterprises (factories, hospitals).

E. PROFESSIONAL, OTHER - Continuing professional education activities for any other types of occupations, that tend to be less influenced by new research findings (such as law, social work, teaching).

F. SECONDARY - Part-time secondary school completion programs, with special attention to efforts by schools and ministry of education.

G. HIGHER - Part-time or short term college and university completion programs for working adults, with attention to ministry of education and higher education institutions. In some nations this category may include part-time pursuit of formal credit and degree programs.

H. HEALTH - Preventative and curative health education programs for adults in urban or rural areas, with attention to efforts by ministry of health and local hospitals and clinics.

I. FAMILY - Family life and home economics education (including food preparation, nutrition, child development, and family relations), with attention to local providers.

J. PERSONAL - All types of educational activities related to leisure time, hobbies, arts, cultural affairs, personal enrichment, and general education, with attention to efforts by ministry of culture, and local libraries and museums.

K. CITIZEN - Educational activities related to community and organizational leadership and problem solving to enable adults to become more informed and participating citizens at local or wider levels to reform or sustain government, with attention to government, educational institutions, and voluntary associations. This may include international issues.

L. DISADVANTAGED - Special or compensatory educational programs for adults who are in hard to reach populations such as people with handicaps or a history of discrimination.

M. OTHER - Any other type of educational program for adults that is important in your nation, for which someone will prepare a case description, such as adult religious education or other examples.

(NOTE: Some important programs combine several categories. For example, in Latin America, popular education may include program emphases from categories A, B, C, K).

OVERVIEW OF AE IN COUNTRY OR REGION

The cooperation and exchange already evidenced in the preparation of this set of case descriptions, combined with the plans for analysis and continued colleagueship, suggests a great potential for ongoing sharing and international understanding. We hope to hear from you.

Alan B. Knox
Dusan Savicevic

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# CASE DESCRIPTIONS - BY COUNTRY

| CODE/ PAGE NO. | COUNTRY | CATEGORY | TITLE | AUTHOR |
|---|---|---|---|---|
| *1A/1-8 | ARGENTINA | Overview | Adult Education in Latin America | Isabel Hernandez |
| *1B/1-7 | | Disadvantaged | Education and Elders | Isabel Hernandez |
| 2A/1-26 | AUSTRALIA | Agriculture | Farm Manage. Home Study Program | Barry O'Neill |
| 2B/1-10 | | Citizen | Increasing Citizen Participation in Local Government | Bob Holderness-Roddam |
| 2C/1-11 | | Disadvantaged | School for Seniors | Olga Benham & Sue Vickers |
| 2D/1-16 | | Disadvantaged | Community Living Project | Kath Bleechmore |
| 2E/1-12 | | Disadvantaged | Learning for the Less Mobile | Judith Elsworth |
| 2F/1-9 | | Disadvantaged | UNElearn Group Discuss. Correspond. Programme | Ned Iceton |
| 2G/1-15 | | Disadvantaged | Women's Access Prog. | Helen Lanauze |
| 2H/1-37 | | Disadvantaged | Aboriginal Vill. Comm. | Natascha McNamara |
| 2J/1-12 | | Family | Marriage Enrichment | David Kerr |
| 2K/1-22 | | Health | Women's Health--The Middle Years | Deirdre Degeling, Diane Bennett, Fran Everingham |
| 2L/1-9 | | Higher | Preparatory Studies | Michael Crock & Caroline Cottman |
| 2M/1-15 | | Leisure | Discussion Program--Council of Ad. Ed. | Joanne Lee Dow |
| 2N/1-9 | | Leisure | CCE Community Education Program | Bettina Fiegel |
| 2P/1-15 | | Literacy | NSW Board of Adult Ed.--Literacy | Rosie Wickert |

*New cases received since March 1988.

| CODE/ PAGE NO. | COUNTRY | CATEGORY | TITLE | AUTHOR |
|---|---|---|---|---|
| 2Q/1-10 | AUSTRALIA | Personal Citizen | Carringbush Library | Marian Letchen |
| 2R/1-11 | | Professional, Other | Refresher Ed. for Company Directors | John Brady |
| 2S/1-12 | | Professional, Other, Family Citizen | Social Developer's Network | Ned Iceton |
| 2T/1-6 | | Professional, Other | Welcare Program | J. A. McDonell |
| 2U/1-5 | | Professional, Tech. | CPE for Veterinarians | D. Bryden |
| 2V/1-17 | | Professional, Tech. | Country Pediatric Program | Hank Duyverman |
| 2W/1-27 | | Workers | Trade Union Postal Courses Scheme | Elizabeth Bluff |
| 2X/1-11 | | Workers Literacy | Workplace Basic Ed. Project | Jude Newcombe, et al. |
| *2Y/1-2 | | Literacy | Adult Migrant Education | William McGrath |
| *2Z/1-11 | | Personal | Self-Help Adult Education: Univ. of the Third Age | Rick Swindell |
| 4A/1-11 | CAMEROON | Agriculture | AE Progs. in Cameroon | J. A. Nyemba |
| 4B/1-18 | | Agriculture | Agriculture Univ. Center in Extension Program Implementation | J. A. Nyemba |

| CODE/ PAGE NO. | COUNTRY | CATEGORY | TITLE | AUTHOR |
|---|---|---|---|---|
| 5A/1-10 | CANADA | Citizen | Buchans Community Trans. Proj. | David Curran |
| 5B/1-16 | | Citizen Workers | Canada Congress for Learning Opportunities for Women | Caroline A.Gaskin |
| 5C/1-11 | | Health Workers | Health Line: Centre for Corp. Health Promotion | Dale I. Pratt |
| 5D/1-8 | | Higher | Distance Ed. at U. Victoria | Margaret Haughey |
| 5E/1-20 | | Literacy | Bathurst Heights Ad. Learning Centre | E. Elysee-Cohen |
| 5F/1-10 | | Literacy | East End Literacy | Elaine Gaber-Katz |
| 5G/1-45 | | Literacy | Learner-Centred Social Services Model of ABE | Patricia A.Rundle |
| 5H/1-22 | | Other | Residential AE in Canada | Wenda Abel |
| 5J/1-16 | | Professional, Tech. | Self Dir. Learning App. to the Training of Medical Doctors | Lynne McTaggart |
| 5K/1-18 | | Professional, Tech. | CPE Program for Family Physicians | Penny A. Jennett |
| *5L/1-13 | | Literacy | International: Literacy and Development | James A. Draper |
| *7A/1-29 | CHILE | Agriculture | Centro El Canelo De Nos | Patricio Donoso |
| *7B/1-12 | | Agriculture | Chile: An Experiment in Nonformal Education in Rural Areas | Marcela Gajardo |
| 6A/1-18 | CHINA | Overview | Chinese Adult Education--At Present and in Prospect | Dong Mingchuan & Zhu Zhongdan |
| 6B/1-25 | | Overview | Aging Issue and Education for the Aged | Dong Mingchuan & Zhu Zhongdan |

| CODE/ PAGE NO. | COUNTRY | CATEGORY | TITLE | AUTHOR |
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| *6C/1-6 | CHINA | Overview | Adult Education in Beijing Municipality | Fu Youren |
| *6D/1-8 | | Higher | A University Without Campus | Lin Jun |
| *6E/1-9 | | Workers | A Survey of Beijing's Workers University Graduates | Liu Yongqian |
| *6F/1-40 | | Overview | Postsecondary Education in China | Dong Mingchuan |
| *9A/1-34 | CZECHOSLOVAKIA | Overview Workers | Czechoslovakian Adult Education | Kamil Skoda |
| *9B/1-12 | | Other | House of Culture and Its Function in Adult Education | Pavel Hartl |
| 13A/1-17 | FINLAND | Other | Experimentation in Ad. Ed. Centers | Mirja Virtala |
| 13B/1-4 | | Other | Beginning of Ad. Ed. Planning at the Municipal Level | Jorma Kauppinen |
| 13C/1-6 | | Other | Experiments in Voc. Ad. Ed. | Lea Salminen |
| 13D/1-10 | | Professional, Other | Developmental Work Research Project at Adult Ed. Center | Ilona Koskela |
| 13E/1-6 | | Workers | Union History Project: Study Circles Doing Research | Jorma Kalela |
| 13F/1-10 | | Workers | School for Teaching ADP | Markku Suortamo |
| 13G/1-4 | | Workers | Instruction in Info. Technology | Kerttu Vepsalainen |
| 13H/1-5 | | Workers | Role of Training in Changing a Work Organization | Anneli Pulkkis Veikko Teikari Matti Vartiainen |

| CODE/ PAGE NO. | COUNTRY | CATEGORY | TITLE | AUTHOR |
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| 15A/1-11 | GERMANY, FED. REP. | Agriculture | Counseling Courses in Agriculture | Helmut Bugl<br>Felicitas Fehrenbach-Neuman |
| 15B/1-11 | | Citizen | State Center for Political Ed. | Siegfried Schiele |
| 15C/1-19 | | Health<br>Family<br>Personal<br>Other | Catholic Ed. Organ. | Peter Muller |
| 15D/1-18 | | Health<br>Family<br>Personal | Adult Ed. Center | Gabriele Werner |
| 15E/1-14 | | Personal<br>Disadvantaged | Voc. & Social Integration for Turkish Women | Susanne Meyder |
| 15F/1-15 | | Professional, Tech. | Professional Training for Med. Specialists | Hans E. Renschler |
| 15G/1-13 | | Professional, Tech. | In-service Training at Busch | Peter Kilgenstein |
| 15H/1-17 | | Professional, Other<br>Higher<br>Personal | Courses by Radio | Peter Schmoock |
| 15J/1-17 | | Professional, Tech.<br>Professional, Other<br>Higher | CE Center at Univ. of Tubingen | Rainer Funke |
| 15K/1-11 | | Secondary | Evening High School | H. Taigel |

| CODE/ PAGE NO. | COUNTRY | CATEGORY | TITLE | AUTHOR |
|---|---|---|---|---|
| 15L/1-11 | GERMANY, FED. REP. | Workers | Center for Cont. Voc. Training, Chamber of Industry & Trade | Nils Peter Esmann Franz Bihler |
| 15M/1-15 | | Workers | Cont. Ed. in Training Companies | Michael Eisenmann |
| 15N/1-17 | | Workers Professional, Tech. | Human Resource & Organ. Dev. | Colin A. Guthrie |
| *15P/1-11 | | Personal | Women's Museum-Wiesbaden | Kim Engels Beatrixe Klein |
| 16A/1-9 | GHANA | Professional, Other | Training Teachers by Distance Education Methods | Joe K. Ansere |
| 16B/1-33 | | Workers | Multi-media Appr. to Effective Teaching | Eric A. Mensah |
| *17A/1-18 | GREECE | Professional, Other | In-service Teachers Training in Greece | Michael Kassotakis |
| 19A/1-6 | HONG KONG | Literacy | Literacy Program | Grace Mak |
| *20A/1-19 | HUNGARY | Personal | Protecting Our Environment | Mihaly Sari |
| *20B/1-33 | | Workers | Realities of Our Time | Matyas Durko |
| 21A/1-33 | INDIA | Literacy | Literacy Program | R. Jayagopal |
| 21B/1-4 | | Literacy | Punjab Association | R. Jayagopal |

| CODE/ PAGE NO. | COUNTRY | CATEGORY | TITLE | AUTHOR |
|---|---|---|---|---|
| 21C/1-6 | INDIA | Workers | National Council for Hotel Management and Catering Technology | R. Jayagopal |
| *21D/1-4 | | Health<br>Family<br>Citizen | Hayden Hall: A Community Development Approach | Fr. E. P. Burns |
| 22A/1-14 | IRELAND | Agriculture | Certification in Farming | Michael Hassett |
| 22B/1-10 | | Citizen<br>Professional, Other | Training of Comm. Enter. Animateurs | Tom Collins |
| 22C/1-16 | | Family | Family Life Education Premarriage | Liam McCarthy |
| 22D/1-16 | | Family<br>Other | Pontifical U. Dipl. in Family Life & Youth Ministry | Elizabeth Murphy |
| 22E/1-13 | | Health | Extra-mural Studies in Drug & Alcohol Addiction | Mary Ellen McCann |
| 22F/1-10 | | Professional, Other | Extra-mural Studies | Mary Kett |
| 22G/1-13 | | Other | Maynooth Adult Daytime Education | (MADE) |
| 22H/1-13 | | Other | Extra-mural Diplo. Course in Religious Studies | Sr.Benedict Rouine |
| 22J/1-10 | | Higher<br>Personal<br>Other | Irish Language TV Program | John MacMahon |
| 22K/1-11 | | Professional, Other | Extra-mural Studies in Basic Counseling | Muireann Conaty |

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| 22L/1-24 | IRELAND | Professional, Other | Intro. Course to Ed. Administra. | P. B. Diggins |
| 22M/1-16 | | Professional, Other | Training Part-Time Ad. Ed. at Local Level | James Marsden |
| 22N/1-14 | | Professional, Other | Natl. Police Officer CE & Training | P. J. Moran |
| 22P/1-11 | | Professional, Other Health | Teacher Training Prog.-Health Ed. | Eugene Donoghue |
| 22Q/1-12 | | Workers | Diploma in Manag. & Industrial Relations | John Ryan |
| 23A/1-14 | ISRAEL | Family Citizen | School for Parents, Teachers & Children in a Distressed Moshav | Eitan Israeli |
| *23B/1-6 | | Literacy | Comparative Analysis of Literacy Education | Rachel Tokatli |
| 24A/1-11 | ITALY | Citizen | Public and Library: A Plan for the Education of Adults | Paolo Federighi |
| 24B/1-10 | | Citizen Other | Education Project of Molise: Creation of an Ad. Ed. System | Francesco Susi |
| 24C/1-11 | | Citizen Personal Other | Center for Cont. Ed. in Bassano de Grappa | Gianna Maria Filippi |
| 24D/1-11 | | Citizen Other | Education for Adults in the Earthquake Region of Basilicata | Francesco Susi |

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| 24E/1-10 | ITALY | Other | Adult Education in Bologna | Mario Ricci |
| 24F/1-18 | | Overview | Educational Aims for the Year 2000: Adult Education for the City of Prato | Filippo M. DeSanctis |
| 24G/1-11 | | Personal | Provincial Administration of Moderna | Vanna Tori |
| 24H/1-6 | | Personal | University of the Third Age-Orvieto | Lucio del Corno |
| *24J/1-6 | | Personal Citizen | Mass Media and Adult Education in Sardenia | Fabio Masala |
| 25A/1-32 | JAPAN | Citizen | Ed. and the Integration of Community Services | Kazufusa Moro'oka |
| *25B/1-13 | | Leisure | Citizen's Learning Network | Miwa Toko |
| *25C/1-20 | | Higher | The Founding of a University for Senior Citizens | Takashi Fukuchi |
| 26A/1-12 | KOREA, DPR | Overview Workers | Overview | Nam Jin U |
| 29A/1-17 | NETHERLANDS | Literacy | Open School | Maatje Balde |
| 29B/1-17 | | Literacy | Study House for Adults | Emmy Wilson |
| 29C/1-18 | | Literacy | Dutch as a Foreign Language | Emmy Wilson |
| 29D/1-20 | | Literacy Disadvantaged | Dutch as a Foreign Language | E. R. T. Zuidhoff |

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| 29E/1-17 | NETHERLANDS | Other | Television Academy | Anja Dircken |
| 29F/1-20 | | Professional, Other | Psycho-Geriatrics for Home Helps | Bea Oosting |
| 29G/1-10 | | Professional, Other | In-service Occupational Training | R. Zuidhoff |
| 29H/1-16 | | Professional, Tech. | Advanced Nursing Course | Henny Van Der Stel-Overdulve |
| 29J/1-16 | | Professional, Tech. | Part-time Training - Sick Care | Henny Van Der Stel-Overdulve |
| 29K/1-19 | | Professional, Tech. | In-Service Training - Basic General Nursing | Annette van den Berg-Ran |
| 29L/1-19 | | Professional, Tech. | Part-time Course for Teachers of Nursing | Annette van den Berg-Ran |
| 29M/1-13 | | Professional, Tech. | Improvements in Medical Practice | I. W. Dresscher |
| 29N/1-9 | | Professional, Tech. | Practical Neurology | I. W. Dresscher |
| 29P/1-23 | | Professional, Tech. | Medical Specialists | Bea Oosting |
| 29Q/1-8 | | Workers | Occupational Retraining in Office Skills | Maatje Balde |
| *29R/1-28 | | Literacy | Language School for Refugees | E. Stark |
| *29S/1-17 | | Personal | Assertivity Course | G. Nijhof |

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| *29T/1-18 | NETHERLANDS | Personal | Pre-Retirement Education | B. van Straalen-van Waard |
| *29U/1-20 | | Workers | Re-entry Course for Women in Construction Trades | R. de Ruiter |
| *29V/1-18 | | Workers | Management and Computer Education for Re-entry Women | E. Stark |
| *30A/1-50 | NIGERIA | Literacy | Model Adult Literacy Classes | J. T. Okedara |
| *30B/1-43 | | Higher | Correspondence Education | J. T. Okedara |
| *30C/1-31 | | Higher | Remedial Education | J. T. Okedara |
| *30D/1-24 | | Health | Guinea Worm Eradication Program: Community Education in Nigeria | Clement N. Anyanwu |
| *30E/1-28 | | Professional, Other | Professional Continuing Education for Grade Two Teachers in Nigeria | C. A. Okedara |
| 30F/1-20 | | Workers | Workers' Education in Nigeria | P. N. C. Ngwu |
| 30G/1-40 | | Workers | Women Education in Oyo State, Nigeria | C. A. Okedara |
| 31A/1-15 | NORWAY | Professional, Other Higher | NKS School of Management (Correspondence School) | Tore Aksjoberg |
| *33A/1-35 | PORTUGAL | Agriculture | Management Groups as a Method of Rural Extension | Alvaro Soares de Melo |
| *33B/1-27 | | Agriculture | Rural Extension Program Evaluation | Artur F.A.C. Cristovao |
| *35A/1-28 | ST. LUCIA | Agriculture | Caribbean Agricultural Extension Program | Dunstan Campbell and Lorilee Sandmann |

| CODE/ PAGE NO. | COUNTRY | CATEGORY | TITLE | AUTHOR |
|---|---|---|---|---|
| 34A/1-19 | SAUDI ARABIA | Literacy | Illiteracy Eradication & Adult Education | Mohammed A. Al Rasheed, A. Al Sunbul |
| 36A/1-8 | SWEDEN | Literacy | Basic Education for Adults in Sweden | Per Olof Thang |
| 36B/1-21 | | Higher | Distance Education at the Univ. Level | Birgitta Willen |
| 36C/1-10 | | Secondary Overview | Perspective on Municipal Adult Ed. | Robert Hoghielm |
| 36D/1-13 | | Workers | Corporate Classrooms | Kenneth Abrahamsson |
| 36E/1-9 | | Workers | Labor Market Training in Sweden | Per Olof Thang |
| *36F/1-9 | | Citizen | Popular Education in Sweden | Lars Arvidsson |
| *37A/1-8 | SWITZERLAND | Professional, Tech. | Formative Research in Swiss French Agric. Schools | Pierre Dominice Matthias Finger |
| 38A/1-25 | TANZANIA | Agriculture | Training for Rural Development | Aida Isinika |
| *40A/1-42 | UNITED KINGDOM | Health | Heartbeat Wales | Donald Nutbeam |
| 41A/1-7 | U.S.A. | Agriculture | Coop. Ext. Service (Local) | Alan B. Knox |
| 41A/8-30 | | Agriculture | Coop. Ext. Service (National) | William M. Rivera |
| 41B/1-16 | | Citizen | Natl. Issues Forum | Alan B. Knox |
| 41C/1-21 | | Citizen | Educational Programs for Government Officials | Harvey Schweitzer, Nancy Lauts, Charles Kozoll |

| CODE/ PAGE NO. | COUNTRY | CATEGORY | TITLE | AUTHOR |
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| 41D/1-9 | U.S.A. | Disadvantaged | YWCA Refugee Program | Linda B. Knox |
| 41E/1-15 | | Higher | Indiana U. Independent Study by Correspondence | Frank R.DiSilvestro |
| 41F/1-25 | | Literacy | Adult Basic Education | Alan B. Knox |
| 41G/1-13 | | Health | Alcoholics Anonymous | Alan B. Knox |
| 41H/1-28 | | Professional, Tech. | Continuing Medical Education | Thomas G. Pearson & Ronald M. Cervero |
| 41J/1-11 | | Workers | Credit Union Staff Development | Alan B. Knox |
| *41K/1-11 | | Literacy | Libraries and Literacy--Tulsa | Debra W. Johnson |
| *41M/1-11 | | Literacy | Libraries and Literacy--Weirton | Debra W. Johnson |
| *41N/1-7 | | Professional, Other | Helping Stock Brokers Cope with Stress | Alan B. Knox |
| 42A/1-17 | U.S.S.R. | Other | ZNANIE Society | Yuri Fishevski |
| 42B/1-9 | | Professional, Tech. | Continuing Medical Education | F. Vartanian, D. Orlov E. Nazarova |
| 45A/1-16 | YUGOSLAVIA | Agriculture | Vet. Ed. in the Farming Population | Branko Rebesko |
| 45B/1-15 | | Agriculture Professional, Other | Ext. Service & Its Role in Training Farmers-Slovenia | Robic Tone |
| 45C/1-13 | | Family Health | Nutrition Education | Mara Rupena Osolnik |

| CODE/ PAGE NO. | COUNTRY | CATEGORY | TITLE | AUTHOR |
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| 45D/1-11 | YUGOSLAVIA | Literacy | Basic Adult Education | Radivoje Kulic |
| 45E/1-27 | | Literacy Professional, Other | Research Into and Training In Literacy | Dusan M. Savicevic |
| 45F/1-10 | | Literacy Workers | Correlation of Primary & Work Oriented Profess. Ed. of Young People | Dusan M. Savicevic |
| 45G/1-29 | | Workers | Dev. of Training in Sava, Kranj | Ema Pec |
| *45H/1-19 | | Workers | Self Management at Worker's Universities | Milka Oljaca |

## CASE DESCRIPTIONS - BY CATEGORY

| CODE/ PAGE NO. | CATEGORY | COUNTRY | TITLE | AUTHOR |
|---|---|---|---|---|
| 2A/1-26 | Agriculture | AUSTRALIA | Farm Manage. Home Study Program | Barry O'Neill |
| 4A/1-11 | Agriculture | CAMEROON | AE Progs. in Cameroon | J. A. Nyemba |
| 4B/1-18 | Agriculture | CAMEROON | Agriculture Univ. Center in Extension Program Implementation | J. A. Nyemba |
| *7A/1-29 | Agriculture | CHILE | Centro El Canelo De Nos | Patricio Donoso |
| *7B/1-12 | Agriculture | CHILE | Chile: An Experiment in Nonformal Education in Rural Areas | Marcela Gajardo |
| 15A/1-11 | Agriculture | GERMANY | Counseling Courses in Agriculture | Helmut Bugl<br>Felicitas Fehrenbach-Neuman |
| 22A/1-14 | Agriculture | IRELAND | Certification in Farming | Michael Hassett |
| *33A/1-35 | Agriculture | PORTUGAL | Management Groups As A Method of Rural Extension | Alvaro Soares de Melo |
| *33B/1-27 | Agriculture | PORTUGAL | Rural Extension Program Evaluation | Artur F.A.C. Cristovao |
| *35A/1-28 | Agriculture | ST. LUCIA | Caribbean Agricultural Extension Program | Dunstan Campbell and Lorilee Sandmann |
| 38A/1-25 | Agriculture | TANZANIA | Training for Rural Development | Aida Isinika |
| 41A/1-7 | Agriculture | U.S.A. | Coop. Ext. Service (Local) | Alan B. Knox |
| 41A/8-30 | Agriculture | U.S.A. | Coop. Ext. Service (National) | William M. Rivera |
| 45A/1-16 | Agriculture | YUGOSLAVIA | Vet. Ed. in the Farming Population | Branko Rebesko |

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| 45B/1-15 | Agriculture Professional, Other | YUGOSLAVIA | Ext. Service & Its Role in Training Farmers-Slovenia | Robic Tone |
| 2B/1-10 | Citizen | AUSTRALIA | Increasing Citizen Participation in Local Government | Bob Holderness-Roddam |
| 2O/1-10 | Personal Citizen | AUSTRALIA | Carringbush Library | Marian Letchen |
| 2S/1-12 | Professional Other, Family Citizen | AUSTRALIA | Social Developer's Network | Ned Iceton |
| 5A/1-10 | Citizen | CANADA | Buchans Community Trans. Proj. | David Curran |
| 5B/1-16 | Citizen Workers | CANADA | Canada Congress for Learning Opportunities for Women | Caroline A.Gaskin |
| 15B/1-11 | Citizen | GERMANY | State Center for Political Ed. | Siegfried Schiele |
| *21D/1-4 | Health Family Citizen | INDIA | Hayden Hall: A Community Development Approach | Fr. E. P. Burns |
| 22B/1-10 | Citizen Professional, Other | IRELAND | Training of Comm. Enter. Animateurs | Tom Collins |
| 24B/1-10 | Citizen Other | ITALY | Education Project of Molise: Creation of an Ad. Ed. System | Francesco Susi |
| 24C/1-11 | Citizen Personal Other | ITALY | Center for Cont./Ed. in Bassano de Grappa | Gianna Maria Filippi |
| 24D/1-11 | Citizen Other | ITALY | Education for Adults in the Earthquake Region of Basilicata | Francesco Susi |

| CODE/ PAGE NO. | CATEGORY | COUNTRY | TITLE | AUTHOR |
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| 24A/1-11 | Citizen | ITALY | Public and Library: A Plan for the Education of Adults | Paolo Federighi |
| *24J/1-6 | Personal Citizen | ITALY | Mass Media and Adult Education in Sardinia | Fabio Masala |
| 25A/1-32 | Citizen | JAPAN | Ed. and the Integration of Community Services | Kazufusa Moro'oka |
| 41B/1-16 | Citizen | U.S.A. | Natl. Issues Forum | Alan B. Knox |
| 41C/1-21 | Citizen | U.S.A. | Educational Programs for Government Officials | Harvey Schweitzer, Nancy Lauts, Charles Kozoll |
| 23A/1-14 | Family Citizen | ISRAEL | School for Parents, Teachers & Children in a Distressed Moshav | Eitan Israeli |
| *36F/1-9 | Citizen | SWEDEN | Popular Education in Sweden | Lars Arvidsson |
| *1B/1-7 | Disadvantaged | ARGENTINA | Education and elders | Isabel Hernandez |
| 2C/1-11 | Disadvantaged | AUSTRALIA | School for Seniors | Olga Benham & Sue Vickers |
| 2D/1-16 | Disadvantaged | AUSTRALIA | Community Living Project | Kath Bleechmore |
| 2F/1-9 | Disadvantaged | AUSTRALIA | UNElearn Group Discuss. Correspond. Programme | Ned Iceton |
| 2G/1-15 | Disadvantaged | AUSTRALIA | Women's Access Prog. | Helen Lanauze |
| 2H/1-37 | Disadvantaged | AUSTRALIA | Aboriginal Vill. Comm. | Natascha McNamara |
| 2E/1-12 | Disadvantaged | AUSTRALIA | Learning for the Less Mobile | Judith Elsworth |
| 15E/1-14 | Personal Disadvantaged | GERMANY | Voc. & Social Integration for Turkish Women | S. Meyder |
| 29D/1-20 | Literacy Disadvantaged | NETHERLANDS | Dutch as a Foreign Language | Emmy Wilson |

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| 41D/1-9 | Disadvantaged | U.S.A. | YWCA Refugee Program | Linda B. Knox |
| 2J/1-12 | Family | AUSTRALIA | Marriage Enrichment | David Kerr |
| 2S/1-12 | Professional<br>Other<br>Family<br>Citizen | AUSTRALIA | Social Developer's Network | Ned Iceton |
| 15A/1-11 | Health<br>Family<br>Personal | GERMANY | Adult Ed. Center | Gabriele Werner |
| 15C/1-19 | Health<br>Family<br>Personal<br>Other | GERMANY | Catholic Ed. Organ. | Peter Muller |
| *21D/1-4 | Health<br>Family<br>Citizen | INDIA | Hayden Hall: A Community Development Approach | Fr. E. P. Burns |
| 22C/1-16 | Family | IRELAND | Family Life Education Premarriage | Liam McCarthy |
| 22D/1-16 | Family<br>Other | IRELAND | Pontifical U. Dipl. in Family Life & Youth Ministry | Elizabeth Murphy |
| 23A/1-14 | Family<br>Citizen | ISRAEL | School for Parents, Teachers & Children in a Distressed Moshav | Eitan Israeli |
| 2K/1-22 | Health | AUSTRALIA | Women's Health--The Middle Years | Deirdre Degeling, Diane Bennett, Fran Everingham |
| 5C/1-11 | Health Workers | CANADA | Health Line: Centre for Corp. Health Promotion | Dale I. Pratt |

| CODE/ PAGE NO. | CATEGORY | COUNTRY | TITLE | AUTHOR |
|---|---|---|---|---|
| 15C/1-19 | Health<br>Family<br>Personal<br>Other | GERMANY | Catholic Ed. Organ. | Peter Muller |
| 15D/1-18 | Health<br>Family<br>Personal | GERMANY | Adult Ed. Center | Gabriele Werner |
| *21D/1-4 | Health<br>Family<br>Citizen | INDIA | Hayden Hall: A Community Development Approach | Fr. E. P. Burns |
| 22E/1-13 | Health | IRELAND | Extra-mural Studies in Drug & Alcohol Addiction | Mary Ellen McCann |
| 22P/1-11 | Professional,<br>Other<br>Health | IRELAND | Teacher Training Prog.-Health Ed. | Eugene Donoghue |
| 22P/1-11 | Professional,<br>Other<br>Health | IRELAND | Teacher Training Prog.-Health Ed. | Eugene Donoghue |
| *30D/1-24 | Health | NIGERIA | Guinea Worm Eradication Program: Community Education in Nigeria | Clement N. Anyanwu |
| *40A/1-42 | Health | UNITED KINGDOM | Heartbeat Wales | Donald Nutbeam |
| 41G/1-13 | Health | U.S.A. | Alcoholics Anonymous | Alan B. Knox |
| 45C/1-13 | Family<br>Health | YUGOSLAVIA | Nutrition Education | Mara Rupena Osolnik |
| 2L/1-9 | Higher | AUSTRALIA | Preparatory Studies | Michael Crock & Caroline Cottman |
| 5D/1-8 | Higher | CANADA | Distance Ed. at U. Victoria | Margaret Haughey |

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| *6D/1-8 | Higher | CHINA | A University Without Campus | Lin Jun |
| 15H/1-17 | Professional, Tech<br>Higher<br>Personal | GERMANY | Courses by Radio | Peter Schmoock |
| 15J/1-17 | Professional, Tech.<br>Professional, Other<br>Higher | GERMANY | CE Center at Univ. of Tubingen | Rainer Funke |
| 22J/1-10 | Higher<br>Personal<br>Other | IRELAND | Irish Language TV Program | John MacMahon |
| *25C/1-20 | Higher | JAPAN | The Founding of a University for Senior Citizens | Takashi Fukuchi |
| *30B/1-43 | Higher | NIGERIA | Correspondence Education | J. T. Okedara |
| *30C/1-31 | Higher | NIGERIA | Remedial Education | J. T. Okedara |
| 31A/1-15 | Professional, Other<br>Higher | NORWAY | NKS School of Management (Correspondence School) | Tore Aksjoberg |
| 36B/1-21 | Higher | SWEDEN | Distance Education at the Univ. Level | Birgitta Willen |
| 41E/1-15 | Higher | U.S.A. | Indiana U. Independent Study by Correspondence | Frank R.DiSilvestro |
| 2N/1-9 | Leisure | AUSTRALIA | CCE Community Education Program | Bettina Fiegel |
| 2M/1-15 | Leisure | AUSTRALIA | Discussion Program--Council of Ad. Ed. | Joanne Lee Dow |

| CODE/ PAGE NO. | CATEGORY | COUNTRY | TITLE | AUTHOR |
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| *25B/1-13 | Leisure | JAPAN | Citizen's Learning Network | Miwa Toko |
| 2P/1-15 | Literacy | AUSTRALIA | NSW Board of Adult Ed.--Literacy | Rosie Wickert |
| *2Y/1-2 | Literacy | AUSTRALIA | Adult Migrant Education | William McGrath |
| 5E/1-20 | Literacy | CANADA | Bathurst Heights Ad. Learning Centre | E. Elysee-Cohen |
| 5F/1-10 | Literacy | CANADA | East End Literacy | Elaine Gaber-Katz |
| 5G/1-45 | Literacy | CANADA | Learner-Centred Social Services Model of ABE | Patricia A.Rundle |
| *5L/1-13 | Literacy | CANADA | International: Literacy and Development | James A. Draper |
| 19A/1-6 | Literacy | HONG KONG | Literacy Program | Grace Mak |
| 21A/1-33 | Literacy | INDIA | Literacy Program | R. Jayagopal |
| 21B/1-4 | Literacy | INDIA | Punjab Association | R. Jayagopal |
| *23B/1-6 | Literacy | ISRAEL | Comparative Analysis of Literacy Education | Rachel Tokatli |
| 29A/1-17 | Literacy | NETHERLANDS | Open School | Maatje Balde |
| 29B/1-17 | Literacy | NETHERLANDS | Study House for Adults | Emmy Wilson |
| 29C/1-18 | Literacy | NETHERLANDS | Dutch as a Foreign Language | E. R. T. Zuidhoff |
| 29D/1-20 | Literacy Disadvantaged | NETHERLANDS | Dutch as a Foreign Language | Emmy Wilson |
| *29R/1-28 | Literacy | NETHERLANDS | Language School for Refugees | E. Stark |
| *30A/1-50 | Literacy | NIGERIA | Model Adult Literacy Classes | J. T. Okedara |

| CODE/ PAGE NO. | CATEGORY | COUNTRY | TITLE | AUTHOR |
|---|---|---|---|---|
| 34A/1-19 | Literacy | SAUDI ARABIA | Illiteracy Eradication & Adult Education | Mohammed A. Al Rasheed A. Al Sunbul |
| 36A/1-8 | Literacy | SWEDEN | Basic Education for Adults in Sweden | Per Olof Thang |
| 41F/1-25 | Literacy | U.S.A. | Adult Basic Education | Alan B. Knox |
| *41K/1-11 | Literacy | U.S.A. | Libraries and Literacy--Tulsa | Debra W. Johnson |
| *41M/1-11 | Literacy | U.S.A. | Libraries and Literacy--Weirton | Debra W. Johnson |
| 45D/1-11 | Literacy | YUGOSLAVIA | Basic Adult Education | Radivoje Kulic |
| 45E/1-27 | Literacy Professional, Other | YUGOSLAVIA | Research Into and Training In Literacy | Dusan M. Savicevic |
| 45F/1-10 | Literacy Workers | YUGOSLAVIA | Correlation of Primary & Work Oriented Profess. Ed. of Young People | Dusan M. Savicevic |
| 2R/1-11 | Professional, Other | AUSTRALIA | Refresher Ed. for Company Directors | John Brady |
| 2T/1-6 | Professional, Other | AUSTRALIA | Welcare Program | J. A. McDonell |
| 2S/1-12 | Professional Other, Family Citizen | AUSTRALIA | Social Developer's Network | Ned Iceton |
| 5H/1-22 | Other | CANADA | Residential AE in Canada | Wenda Abel |
| *9B/1-12 | Other | CZECHOSLOVAKIA | House of Culture and its Function in Adult Education | Pavel Hartl |

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|---|---|---|---|---|
| 13A/1-17 | Other | FINLAND | Experimentation in Ad. Ed. Centers | Mirja Virtala |
| 13B/1-4 | Other | FINLAND | Beginning of Ad. Ed. Planning at the Municipal Level | Jorma Kauppinen |
| 13C/1-6 | Other | FINLAND | Experiments in Voc. Ad. Ed. | Lea Salminen |
| 13D/1-10 | Professional, Other | FINLAND | Developmental Work Research Project at Adult Ed. Center | Ilona Koskela |
| 316A/1-9 | Professional, Other | GHANA | Training Teachers by Distance Education Methods | Joe K. Ansere |
| *17A/1-18 | Professional, Other | GREECE | In-service Teachers Training in Greece | Michael Kassotakis |
| 22G/1-13 | Other | IRELAND | Maynooth Adult Daytime Education | (MADE) |
| 22D/1-16 | Family Other | IRELAND | Pontifical U. Dipl. in Family Life & Youth Ministry | Elizabeth Murphy |
| 22F/1-10 | Professional Other | IRELAND | Extra-mural Studies | Mary Kett |
| 22H/1-13 | Other | IRELAND | Extra-mural Diplo. Course in Religious Studies | Sr.Benedict Rouine |
| 22K/1-11 | Professional, Other | IRELAND | Extra-mural Studies in Basic Counseling | Muireann Conaty |
| 22L/1-24 | Professional, Other | IRELAND | Intro. Course to Ed. Administra. | P. B. Diggins |
| 22M/1-16 | Professional, Other | IRELAND | Training Part-Time Ad. Ed. at Local Level | James Marsden |

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| 22N/1-14 | Professional, Other | IRELAND | Natl. Police Officer CE & Training | P. J. Moran |
| 24B/1-10 | Citizen Other | ITALY | Education Project of Molise: Creation of an Ad. Ed. System | Francesco Susi |
| 24C/1-11 | Citizen Personal Other | ITALY | Center for Cont./Ed. in Bassano de Grappa | Gianna Maria Filippi |
| 24D/1-11 | Citizen Other | ITALY | Education for Adults in the Earthquake Region of Basilicata | Francesco Susi |
| 24E/1-10 | Other | ITALY | Adult Education in Bologna | Mario Ricci |
| 29E/1-17 | Other | NETHERLANDS | Television Academy | Anja Dircken |
| 29F/1-20 | Professional, Other | NETHERLANDS | Psycho-Geriatrics for Home Helps | Bea Oosting |
| 29G/1-10 | Professional, Other | NETHERLANDS | In-service Occupational Training | R. Zuidhoff |
| *30E/1-28 | Professional, Other | NIGERIA | Professional Continuing Education for Grade Two Teachers in Nigeria | C. A. Okedara |
| 31A/1-15 | Professional, Other Higher | NORWAY | NKS School of Management (Correspondence School) | Tore Aksjoberg |
| 42A/1-17 | Other | U.S.S.R. | ZNANIE Society | Yuri Fishevski |
| 45B/1-15 | Agriculture Professional, Other | YUGOSLAVIA | Ext. Service & Its Role in Training Farmers-slovenia | Robic Tone |

| CODE/ PAGE NO. | CATEGORY | COUNTRY | TITLE | AUTHOR |
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| 45E/1-27 | Literacy Professional, Other | YUGOSLAVIA | Research Into and Training In Literacy | Dusan M. Savicevic |
| *1A/1-8 | Overview | ARGENTINA | Adult Education in Latin America | Isabel Hernandez |
| 6A/1-18 | Overview | CHINA | Chinese Adult Education-At Present and in Prospect | Dong Mingchuan & Zhu Zhongdan |
| 6B/1-25 | Overview | CHINA | Aging Issue and Education for the Aged | Dong Mingchuan & Zhu Zhongdan |
| *6C/1-6 | Overview | CHINA | Adult Education in Beijing Municipality | Fu Youren |
| *6F/1-40 | Overview | CHINA | Postsecondary Education in China | Dong Mingchuan |
| *9A/1-34 | Overview Workers | CZECHOSLOVAKIA | Czechoslovakian Adult Education | Kamil Skoda |
| 26A/1-12 | Overview Workers | KOREA, DPR | Overview | Nam Jin U |
| 24F/1-18 | Overview | ITALY | Educational Aims for the Year 2000: Adult Education for the City of Prato | Filippo M. DeSanctis |
| 36C/1-10 | Secondary Overview | SWEDEN | Perspective on Municipal Adult Ed. | Robert Hoghielm |
| 2Q/1-10 | Personal Citizen | AUSTRALIA | Carringbush Library | Marian Letchen |
| *2Z/1-11 | Personal | AUSTRALIA | Self-Help Adult Education: Univ. of the THird Age | Rick Swindell |

| CODE/ PAGE NO. | CATEGORY | COUNTRY | TITLE | AUTHOR |
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| 15C/1-19 | Health<br>Family<br>Personal | GERMANY | Catholic Ed. Organ. | Peter Muller |
| 15D/1-18 | Health<br>Family<br>Personal | GERMANY | Adult Ed. Center | Gabriele Werner |
| 15E/1-14 | Personal<br>Disadvantaged | GERMANY | Voc. & Social Integration for Turkish Women | Susanne Meyder |
| 15H/1-17 | Professional, Tech.<br>Higher<br>Personal | GERMANY | Courses by Radio | Peter Schmoock |
| *15P/1-11 | Personal | GERMANY | Women's Museum-Wiesbaden | Kim Engels<br>Beatrixe Klein |
| *20A/1-19 | Personal | HUNGARY | Protecting Our Environment | Mihaly Sari |
| 22J/1-10 | Higher<br>Personal<br>Other | IRELAND | Irish Language TV Program | John MacMahon |
| *24J/1-6 | Personal<br>Citizen | ITALY | Mass Media and Adult Education in Sardinia | Fabio Masala |
| 24C/1-11 | Citizen<br>Personal<br>Other | ITALY | Center for Cont./Ed. in Bassano de Grappa | Gianna Maria Filippi |
| 24G/1-11 | Personal | ITALY | Provincial Administration of Moderna | Vanna Tori |
| 24H/1-6 | Personal | ITALY | University of the Third Age-Orvieto | Lucio del Corno |

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| *29S/1-17 | Personal | NETHERLANDS | Assertivity Course | G. Nijhof |
| *29T/1-18 | Personal | NETHERLANDS | Pre-Retirement Education | B. van Straalen-van Waard |
| 2R/1-11 | Professional, Other | AUSTRALIA | Refresher Ed. for Company Directors | John Brady |
| 2T/1-6 | Professional Other | AUSTRALIA | Welcare Program | J. A. McDonell |
| 2S/1-12 | Professional Other, Family Citizen | AUSTRALIA | Social Developer's Network | Ned Iceton |
| 13D/1-10 | Professional, Other | FINLAND | Developmental Work Research Project at Adult Ed. Center | Ilona Koskela |
| 15H/1-17 | Professional, Other Higher Personal | GERMANY | Courses by Radio | Peter Schmoock |
| 15J/1-17 | Professional, Tech. Professional, Other Higher | GERMANY | CE Center at Univ. of Tubingen | Rainer Funke |
| 16A/1-9 | Professional, Other | GHANA | Training Teachers by Distance Education Methods | Joe K. Ansere |
| 22B/1-10 | Citizen Professional, Other | IRELAND | Training of Comm. Enter. Animateurs | Tom Collins |

| CODE/ PAGE NO. | CATEGORY | COUNTRY | TITLE | AUTHOR |
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| 22K/1-11 | Professional, Other | IRELAND | Extra-mural Studies in Basic Counseling | Muireann Conaty |
| 22L/1-24 | Professional, Other | IRELAND | Intro. Course to Ed. Administra. | P. B. Diggins |
| 22M/1-16 | Professional, Other | IRELAND | Training Part-Time Ad. Ed. at Local Level | James Marsden |
| 22N/1-14 | Professional, Other | IRELAND | Natl. Police Officer CE & Training | P. J. Moran |
| 22P/1-11 | Professional, Other Health | IRELAND | Teacher Training Prog.-Health Ed. | Eugene Donoghue |
| 29F/1-20 | Professional, Other | NETHERLANDS | Psycho-Geriatrics for Home Helps | Bea Oosting |
| 29G/1-10 | Professional, Other | NETHERLANDS | In-service Occupational Training | R. Zuidhoff |
| 30E/1-29 | Professional, Other | NIGERIA | Professional Continuing Education for Grade Two Teachers in Nigeria | C. A. Okedara |
| *41N/1-7 | Professional, Other | U.S.A. | Helping Stock Brokers Cope with Stress | Alan B. Knox |
| 45B/1-15 | Agriculture Professional, Other | YUGOSLAVIA | Ext. Service & Its Role in Training Farmers-Slovenia | Robic Tone |
| 45E/1-27 | Literacy Professional, Other | YUGOSLAVIA | Research Into and Training In Literacy | Dusan M. Savicevic |

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| 2U/1-5 | Professional Tech. | AUSTRALIA | CPE for Veterinarians | D. Bryden |
| 2V/1-17 | Professional, Tech. | AUSTRALIA | Country Pediatric Program | Hank Duyverman |
| 5J/1-16 | Professional, Tech. | CANADA | Self Dir. Learning App. to the Training of Medical Doctors | Lynne McTaggart |
| 5K/1-18 | Professional, Tech. | CANADA | CPE Program for Family Physicians | Penny A. Jennett |
| 15F/1-15 | Professional, Tech. | GERMANY | Professional Training for Med. Specialists | Hans E. Renschler |
| 15G/1-13 | Professional, Tech. | GERMANY | In-service Training at Busch | Peter Kilgenstein |
| 15N/1-17 | Workers Professional, Tech. | GERMANY | Human Resource & Organ. Dev. | Colin A. Guthrie |
| 29K/1-19 | Professional, Tech. | NETHERLANDS | In-Service Training - Basic General Nursing | Annette van den Berg-Ran |
| 29L/1-19 | Professional, Tech. | NETHERLANDS | Part-time Course for Teachers of Nursing | Annette van den Berg-Ran |
| 29M/1-13 | Professional, Tech. | NETHERLANDS | Improvements in Medical Practice | I. W. Dresscher |
| 29N/1-9 | Professional, Tech. | NETHERLANDS | Practical Neurology | I. W. Dresscher |
| 29P/1-23 | Professional, Tech. | NETHERLANDS | Medical Specialists | Bea Oosting |

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| *37A/1-8 | Professional, Tech. | SWITZERLAND | Formative Research in Swiss French Agric. Schools | Pierre Dominice Matthias Finger |
| 41H/1-28 | Professional, Tech. | U.S.A. | Continuing Medical Education | Thomas G. Pearson & Ronald M. Cervero |
| 15H/1-17 | Professional, Other Higher Personal | GERMANY | Courses by Radio | Peter Schmoock |
| 15J/1-17 | Professional, Tech. Professional, Other Higher | GERMANY | CE Center at Univ. of Tubingen | Rainer Funke |
| 29H/1-16 | Professional, Tech. | NETHERLANDS | Advanced Nursing Course | Henny Van Der Stel-Overdulve |
| 29J/1-16 | Professional, Tech. | NETHERLANDS | Part-time Training - Sick Care | Henny Van Der Stel-Overdulve |
| 29K/1-19 | Professional, Tech. | NETHERLANDS | In-service Training - Basic General Nursing | Annette van den Berg-Ran |
| 29L/1-19 | Professional, Tech. | NETHERLANDS | Part-time Course for Teachers of Nursing | Annette van den Berg-Ran |
| 29M/1-13 | Professional, Tech. | NETHERLANDS | Improvements in Medical Practice | I. W. Dresscher |
| 29N/1-9 | Professional, Tech. | NETHERLANDS | Practical Neurology | I. W. Dresscher |
| 29P/1-23 | Professional, Tech. | NETHERLANDS | Medical Specialists | Bea Oosting |

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| 42B/1-9 | Professional, Tech. | U.S.S.R. | Continuing Medical Education | F. Vartanian, D. Orlov E. Nazarova |
| 15K/1-11 | Secondary | GERMANY | Evening High School | H. Taigel |
| 6C/1-10 | Secondary Overview | SWEDEN | Perspective on Municipal Adult Ed. | Robert Hoghielm |
| 2H/1-27 | Workers | AUSTRALIA | Trade Union Postal Courses Scheme | Elizabeth Bluff |
| 5B/1-16 | Citizen Workers | CANADA | Canada Congress for Learning Opportunities for Women | Caroline A.Gaskin |
| 5C/1-11 | Health Workers | CANADA | Health Line: Centre for Corp. Health Promotion | Dale I. Pratt |
| *6E/1-9 | Workers | CHINA | A Survey of Beijing's Workers University Graduates | Liu Yongqian |
| *9A/1-34 | Overview Workers | CZECHOSLOVAKIA | Czechoslovakian Adult Education | Kamil Skoda |
| 13E/1-6 | Workers | FINLAND | Union History Project: Study Circles Doing Research | Jorma Kalela |
| 13F/1-10 | Workers | FINLAND | School for Teaching ADP | Markku Suortamo |
| 13G/1-4 | Workers | FINLAND | Instruction in Info. Technology | Kerttu Vepsalainen |
| 13H/1-5 | Workers | FINLAND | Role of Training in Changing a Work Organization | Anneli Pulkkis Veikko Teikari Matti Vartiainen |

| CODE/ PAGE NO. | CATEGORY | COUNTRY | TITLE | AUTHOR |
|---|---|---|---|---|
| 15L/1-11 | Workers | GERMANY | Center for Cont. Voc. Training, Chamber of Industry & Trade | Nils Peter Esmann Franz Bihler |
| 15M/1-15 | Workers | GERMANY | Cont. Ed. in Training Companies | Michael Eisenmann |
| 15N/1-17 | Workers Professional, Tech. | GERMANY | Human Resource & Organ. Dev. | Colin A. Guthrie |
| 16B/1-33 | Workers | GHANA | Multi-media Appr. to Effective Teaching | Eric A. Mensah |
| *20B/1-33 | Workers | HUNGARY | Realities of Our Time | Matyas Durko |
| 21C/1-6 | Workers | INDIA | National Council for Hotel Management and Catering Technology | R. Jayagopal |
| 22Q/1-12 | Workers | IRELAND | Diploma in Manag. & Industrial Relations | John Ryan |
| 26A/1-12 | Overview Workers | KOREA, DPR | Overview | Nam Jin U |
| 29Q/1-8 | Workers | NETHERLANDS | Occupational Retraining in Office Skills | Maatje Balde |
| *29U/1-20 | Workers | NETHERLANDS | Re-entry Course for Women in Construction Trades | R. de Ruiter |
| *29V/1-18 | Workers | NETHERLANDS | Management and Computer Education for Re-entry Women | E. Stark |
| *30G/1-40 | Workers | NIGERIA | Women Education in Oyo State, Nigeria | C. A. Okedara |
| 36D/1-13 | Workers | SWEDEN | Corporate Classrooms | Kenneth Abrahamsson |
| 36E/1-9 | Workers | SWEDEN | Labor Market Training in Sweden | Per Olof Thang |

| CODE/ PAGE NO. | CATEGORY | COUNTRY | TITLE | AUTHOR |
|---|---|---|---|---|
| 41J/1-11 | Workers | U.S.A. | Credit Union Staff Development | Alan B. Knox |
| 45F/1-10 | Literacy Workers | YUGOSLAVIA | Correlation of Primary & Work Oriented Profess. Ed. of Young People | Dusan M. Savicevic |
| 45G/1-29 | Workers | YUGOSLAVIA | Dev. of Training in Sava, Kranj | Ema Pec |
| *45H/1-19 | Workers | YUGOSLAVIA | Self Management at Worker's Universities | Milka Oljaca |
| 2X/1-11 | Workers Literacy | AUSTRALIA | Workplace Basic Ed. Project | Jude Newcombe, et al. |
| 15N/1-17 | Workers Professional, Tech. | GERMANY | Human Resource & Organ. Dev. | Colin A. Guthrie |
| 15M/1-15 | Workers | GERMANY | Cont. Ed. in Training Companies | Michael Eisenmann |
| 22Q/1-12 | Workers | IRELAND | Diploma in Manag. & Industrial Relations | John Ryan |
| 26A/1-12 | Overview Workers | KOREA, DPR | Overview | Nam Jin U |
| 29Q/1-8 | Workers | NETHERLANDS | Occupational Retraining in Office Skills | Maatje Balde |
| 36D/1-13 | Workers | SWEDEN | Corporate Classrooms | Kenneth Abrahamsson |
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Update as 8/89

# A WORLD PERSPECTIVE
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# Face Sheet
## World Perspective on Adult Education

Case coordinators should have this face sheet completed for each case description of a current or recent adult education program that is sent for compilation to Alan B. Knox, 264 Teacher Education Building, University of Wisconsin, 225 N. Mills Street, Madison, Wisconsin 53706, USA.

1. Person who prepared this case description

   Name Ms Grace Mak Phone number _____

   Organization State University of New York, Buffalo

   Street Address _____

   City or Town _____ State or Province _____

   Nation _____

2. Check whether this case is based on

   ( x ) an actual program

   ( ) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

   A Case Study of a literacy programme in Hong Kong

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). Literacy

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

   a voluntary organisation (church) running adult education programme

6. Basic characteristics of service area

   A. 400 sq.m. geographic size (such as square miles or kilometers)

   B. 6 million population (number of people living in area)

   C. urban urban/rural (density of population)

   D. _____ worldwide

7. Year(s) covered by the case description 1985-86



19A/1

For World Perspective on Adult Education Project

# A CASE STUDY OF A LITERACY PROGRAMME IN HONG KONG

## Literacy

Definition of literacy in the Hong Kong context: There is no official definition of literacy in Hong Kong. In a seminar on adult education in 1979, a university lecturer explained functional literacy as follows:

> The other meaning of literacy is not only to be able to recognize individual words, but also to apply them in everyday life, e.g. to be able to deposit or withdraw money into/from the bank, fill out simple forms, fulfill a citizen's duties independently (such as filling out a voting form), read simple notices, and pay water & electricity bills. This is called functional literacy.

Most adult basic educators in Hong Kong tend to concur with him.

Adult basic education in Hong Kong: includes mainly basic Chinese, but also some Arithmetic and English. The emphasis is on teaching learners life skills.

Types of ABE programmes in Hong Kong:

(A) Government - run programmes offered by the Education Department.

(B) Government subvented programmes run by voluntary agencies such as Caritas (Hong Kong) and YMCA.

Our case: Caritas ABE Centre in Sau Mau Ping, Hong Kong. Sau Mau Ping is a low-income neighbourhood with a high population density.

## A. Process

### 1. Methods of teaching and learning

A Chinese primer compiled by the principal (programme coordinator) provides a curricular framework. In addition, each instructor decides what supplementary materials to be used. Usually they include a subway map, newspaper clippings, and local and international news in oral form. Teaching (learning) to write is more difficult. Usually the instructor writes a paragraph on the blackboard, each learner copies it on paper. Copying is within learners' ability, but memorizing the words usually not. Audio-visual equipment is occasionally used (e.g. once a month). This includes the use of overhead projectors and slide projectors.



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香港大學校外進修部
Extramural Studies The

2. Programme planning

The principal of the Sau Mau Ping Centre is the chief architect of the programme. He gives guidelines to instructors and acts as the liaison between instructors and learners on one hand and Caritas administrative staff and government bureaucrats on the other. His judgment is based on his knowledge of the district and of each group of learners. Due to budget constraints he does not see an empirical needs assessment (e.g. one done with a survey) as a top priority, as it usually confirms his impressions, it is costly. However, before the Sau Mau Ping ABE programme started, a formal needs assessment was conducted to convince government bureaucrats with statistics of the need for ABE in the district. This was done solely to apply for funding. In one instance, the learners voiced their needs directly to the Government. When the Government indicated the need to cutback, the learners taped their concerns and send the tape to the Education Department. They were able to keep the programme. (Appendix A - Report on the needs assessment)

3. Programme improvement

The major areas that need improvement are teaching materials and staff development. Funding is a continuing problem. There is not much regular formal programme evaluation made as the principal is overburdened and instructors are part-time. At the learner's level, informal evaluation is done in and out of the classroom. Instructors report the feedback to the principal. Staff development exists in the form of occasional seminars (e.g. once every few months). Usually the presentations are done by Education Department or Caritas staff.

4. Encouraging participation

This is done through routine recruitment pamphlets (Appendix B), newspaper and radio advertisement, and personal contact. The majority of learners in the evening classes are factory workers. They heard about the programme on the radio. In some instances, people who had familiarized themselves with the centre through other activities (e.g. recreational services for the elderly) before they decided to join ABE. Counseling is not done on a formal basis. Retention efforts include staff moral support, the issuing of certificates each year to indicate attainment, and award-giving.



19A/3 香港校外進修部 Extramural S

B. Outcomes

1. Programme goals and intended outcomes

The main societal (as well as organizational) goal is to eradicate illiteracy. This goal has only been partially realised as most of the potential learners have not come out to participate. The more modest goal of enabling learners to be functionally literate has succeeded in varying degrees, e.g. signing one's own name, reading road signs and simple letters, etc. The degree of success depends on how long a learner has stayed in the programme.

2. Evidence of programme benefits

This included ability to cope with basic language needs in daily life (see examples mentioned above), improved communications in the family (e.g. ability to help with children's homework) and the more advanced use of language (e.g. reading the newspaper, writing letters etc.)

C. Inputs

1. Participants

The Sau Mau Ping Centre has 7 classes (3 in the afternoon and 4 in the evening). Classes size ranges from 10 to 20. Enrolment is between 120-140. The afternoon learners are mainly housewives, usually in the 40-50 age bracket, a few are younger (around 30), and a few are older (the oldest one is aged 72). Almost all of them are female. The evening workers are mostly factory workers, street vendors, or Chinese restaurant workers. They are usually younger (19 to 30+) men and women. A significant number of them are recent immigrants from China.

2. Staff

Instructors are part-time men or women with post-secondary educational attainment. Some have received teacher training. The principal oversees the ABE programme as well as other types of adult education programmes offered in the Centre.

3. Finances

The programme is under the Education Department's subvention scheme which covers salaries for instructors & clerical staff and part of the salaries for the principal and a portion of the expenses on educational equipment. The voluntary agency is responsible for all other costs. In-kind support is provided on an ad hoc basis upon application, e.g. Unesco donated a sum of money to cover publishing expenses of the Chinese primer; organizations like the Lion Club and the Education Department give limited donation in kind such as a projector upon request.



19A/4 校外進修部 Extramural S...

4. Facilities

Classrooms are small but air-conditioned.

For equipment & materials see above.

C. Evaluation

The Government has always been reluctant to recognise the need for ABE in Hong Kong. In the 1970s, Caritas (Hong Kong) tried to negotiate for government support for ABE programmes with the Unesco argument that learning is a right. It gained sympathy from the public. Facing public pressure, the Government agreed to consider funding ABE programmes on condition that the needs were documented. In the later 1970s, the Government introduced the subvention scheme (see C.3). Because of its half-hearted commitment to ABE, inadequate funding remains a major obstacle to further ABE development. This piecemeal help is available only after Caritas has pushed hard for it. In this way, it is a achievement for Caritas. Today other voluntary agencies benefit from the subvention scheme too.

E. Influences

1. Positive influences

- The perseverance of the voluntary agencies themselves and staff dedication.

- Sympathy from the public.

- Demographics - the influx of immigrants from Mainland China, many of whom are uneducated or undereducated, creates a visible need for orientation to life in Hong Kong. One of the ways to do so is through ABE.

- The small size and high population density of Hong Kong enables information to flow efficiently.

2. Negative influences

- Government policy - the Government is influenced by industrialists and entrepreneurs who are reluctant to acknowledge the needs of the disadvantaged for obvious reasons.

- Finance - Government inertia necessarily blocks adequate financial support for ABE.

- High turnover rate - The learners are from two types of low-income housing: (a) public housing (stable population), (b) squatter huts (mobile population). After a



19A/5

fire in a squatter area, the Government may move all the residents in that area to another district. Therefore it is not surprising to see to whole group of learners disappear overnight.

Prepared by Ms Grace Mak



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GUIDELINES

Project Plan
4/88

# A WORLD PERSPECTIVE: AN INTERNATIONAL COMPARATIVE ANALYSIS OF EDUCATIONAL PROGRAMS FOR ADULTS

## Overview

During 1986-88, adult education scholars and practitioners from more than twenty nations throughout the world will cooperate on a cross-national adult education project. The purpose of the project is to understand the ways educational programs for adults function in society. Cross national similarities and differences will be analyzed and the results reported.

The overall project coordinator is Alan B. Knox, Professor of Adult Education, University of Wisconsin, USA. Working with Professor Knox on the project will be his wife, Linda Bock Knox, an experienced adult educator and writer, who will be helping with data collection and project coordination, and Professor Dušan Savićević, University of Belgrade, Yugoslavia, who will be helping with the comparative analysis.

In each of the nations included in this project an adult educator will serve as a coordinator for the preparation of case descriptions of educational programs for adults important in their nation. Types of programs might include: educational programs focused on literacy, agriculture, workers, continuing professional education, part-time secondary education completion, part-time higher education completion, health, family, leisure, citizen role, and underserved populations.

Each case study will describe the program in terms of its outcomes, process, inputs, past evolution, current influences, and how and why the program functions as it does in its national context. In addition to the comparative analysis and published report of case descriptions by Knox, Knox, and Savićević, each case coordinator will receive a complete set of case descriptions from other coordinators and will be encouraged to conduct their own analysis focused on implications for their own national setting and prepare their own reports. Copies of the project report and case descriptions will be sent to libraries and institutes around the world.

For additional information, contact:

Professor Alan B. Knox
Continuing Education
University of Wisconsin-Madison
264 Teacher Education Building
225 N. Mills Street
Madison, Wisconsin 53706, USA
Phone: (608) 263-2937

NOTE: The term adult education refers to all types of part-time and short-term formal, informal, and non-formal educational activities for all categories of adults about any subject matter content.

A. Purposes of project: to prepare a report that will enable adult educators around the world:
   1. appreciate the wide diversity of adult education programs regarding terminology, activities, and concepts.
   2. understand ways in which such programs function in the society in which they occur.
   3. analyze similarities and differences that can help us recognize options and learn from each other about conditions under which practices produce desirable results.

B. The basic method of the project is in two parts, descriptive and analytic.
   1. One adult educator in each nation participating in this project will serve as case coordinator for that nation. That coordinator may prepare all of the case descriptions of adult education programs for that nation or may cooperate with other people from that nation who may help do so. Prof. Alan Knox (University of Wisconsin, USA) has agreed to serve as overall project director. Each coordinator will arrange for preparation of short case descriptions of typical adult education programs in their nation. The case description will be based on familiarity with the type of program by the person who prepares the case, and may also be based on research or evaluation reports.
   2. Prof. Knox, Prof. Savićević, and other researchers interested in doing so, will conduct comparative analysis based on the case descriptions.
      a. Some of the analyses will be cross national, based on the set of case descriptions, such as literacy, of similar programs in various nations.
      b. Some of the analyses will be based on the set of case descriptions of all programs in one nation or a set of similar nations, and will emphasize programs within a national setting.
   3. The intent is to select nations and programs that are fairly representative, while recognizing that much will be omitted.
   4. The purpose of the guidelines for selection of widespread types of adult education programs and for preparation of case descriptions is to make possible comparative analysis without greatly influencing the conclusions that emerge from the comparative analysis.

Nations to be included - adult educators from about twenty nations have expressed interest in preparing case descriptions for this project. The nations are from all regions of the world [east and west, north and south, large and small]. Together they contain three quarters of the world's population and land area.

Selection of adult education programs for case description - If describing a typical or widespread program in a case that you prepare (or arrange for) in a given category does not reflect the great variation that actually occurs among programs in that category, two or more contrasting cases can be written in that category. All of the comparative analysis and interpretation that occurs subsequently depends on accurate and balanced case descriptions. Such valid cases depend on the detailed familiarity with the program and context by the person who writes the case.

Sections of each case description - Coordinators will arrange for a brief case description (10-20 double spaced pages) for the programs which the coordinator decides to submit. Each case description will be about a typical current or recent local adult education program such as one program coordinator might supervise, and which typically includes a number of teachers. (These cases should not describe either a single teaching episode or an entire national program.) For widespread national programs, select one or more local or regional examples that functions under the supervision of a coordinator. The purpose of the case description is to increase our insight and understanding of how the program functions in its societal context, and not to evaluate it. Special attention should be given to linkage that program staff provide between client systems of adult learners who are served and resource systems of experts and others who help to plan or conduct programs. We encourage you to prepare your case in such a way that if someone else were to do so independently for the same program, the result would be very similar.

Listed below are proposed categories of information for each case example, to facilitate comparative analysis. Each case may describe a typical specific instance, or may summarize average programs based on available information. Formal, informal, or non-formal educational programs may be included, and for each category listed below, a brief paragraph or two should provide a sufficient description and explanation of the essential characteristics of a typical program. Categories A, B, C, and D will constitute a descriptive portrayal of the program as a system.

A. Setting - Type and size of the provider organization, including the size and characteristics of the service area of program.

B. Outcomes
   1. Goals - Program goals, content and intended outcomes (Include the major stated objectives, the types of people and groups that influence goals, and the process of gaining agreement on these goals and objectives. Indicate the main societal benefit that the program tries to serve, such as assimilation of immigrants, increased agricultural production, or modernization of technology).
   2. Benefits - Evidence of actual program benefits to learners and others (based on evaluation findings or general impressions).

C. Process
   1. Planning - Program planning (including who conducts needs assessment and/or context analysis, and how they usually do so, along with other major planning arrangements, such as objectives and activities, and use of plans).
   2. Methods - Methods of teaching and learning (including main types of methods and materials for helping adults learn).

3. Improvement - Program improvement (including evaluation and improving the performance of program staff).
4. Participation - Encouraging participation and responsiveness to learners (including counseling and other ways to retain learners in programs).

D. Inputs - Numbers and characteristics of people and resources that are acquired for the program to function, along with the procedures to obtain them. For example:
   1. Participants (numbers and characteristics of learners or students and average number of hours spent in the program each week)
   2. Needs (indication that a problem or educational need existed that the program should address)
   3. Staff (number of full time equivalent administrators, teachers, discussion leaders, coordinators and other staff members)
   4. Content (major subject matter fields)
   5. Finances (money and in-kind support from any source)
      To describe general levels of financial support and expenditures for this program, estimate the total amount of annual financial and in-kind income and support that the program receives to cover all instructional and other direct program costs. (Do not include indirect costs.) Using that total budget level for the program as a base, compute and report the percentage of program income and support from government funds, fees paid by participants, and all other sources combined. Also, report the percentage of the total budget that is used to pay staff salary and wages.
   6. Facilities, equipment, materials
   7. Other (including feedback regarding outcomes that influence inputs and process)

E. Evolution - Brief history of major program trends to describe how this program started or evolved, and the major past influences that helped and that hindered its development.

F. Influences - Major current societal influences from the past few years and now that affect stability and change in the program's functioning and outcomes. (Examples could include: financial support, government policies, economic status or conditions, religious or social traditions, available volunteers and staff.) The influences could be local, regional, national, or international.
   1. Positive influences that help or contribute to the program's effectiveness or success.
   2. Negative influences that hinder or make it difficult for the program to be effective.

G. Other - Any other brief comments that help explain how and why the program functions as it does in its societal context. Illustrative comments could include clarification of important variables, indications how how the selected program differs from others of its type in your nation, opinions about widespread values and beliefs relevant to the program (description of important adult education staff roles), and your own perspective and interpretation of activities and meanings. Pertinent articles, reprints, statistics, and bibliographic citations that would clarify the program for readers are also welcomed.